
**Tennessee Teacher Licensure Standards:
Health and Wellness Education K-12**

The Background:

The Health and Wellness Education licensure standards revise and update the standards approved by the Board in 1989. The proposed standards include content knowledge for teachers consistent with the *Tennessee Curriculum Standards* previously approved by the Board and consistent with standards of the American Association for Health Education. Emphasis is also placed on knowledge of the coordinated school health model of the Centers for Disease Control on Prevention.

The proposed standards would become effective for candidates seeking licensure no later than September 1, 2009. Teachers currently endorsed in Health Education would continue to be able to teach the area covered by their endorsement.

An Ad-Hoc Committee on Health and Wellness Education and Physical Education Licensure, comprised of teachers, administrators and teacher educators, developed the proposed revised licensure standards. A list of committee members is attached.

The proposed standards were posted on the Board's web site and were circulated to education constituency groups for review and comment.

The Recommendation:

The Advisory Council on Teacher Education and Certification recommends approval of the standards on final reading. The SBE staff concurs in that recommendation.

Tennessee Teacher Licensure Standards Health and Wellness Education K-12

Introduction

The goal of health and wellness education is to improve the health and well being of students. This is accomplished through coordinated school health programs and the health and wellness curriculum in grades K-12. The performance standards provide teacher preparation program guidelines to develop prospective teachers who have the necessary content and pedagogical knowledge as well as the personal dispositions necessary to be successful beginning health educators. Teaching health and wellness is a lifelong undertaking that is initiated in college course work, refined in field experiences, and enhanced during professional teaching.

These standards support teacher preparation programs having a comprehensive program of study that integrates the general education core, professional education, health education content area study, and a variety of field experiences to ensure candidates meet all of the following standards.

Content Standards:

Standard 1: Health Knowledge and Application

Candidates understand and apply the concepts of health education and promote healthy lifestyles by creating sequential developmentally appropriate learning experiences for students.

Supporting Explanation

- 1.1 Personal Health and Wellness. Candidates understand the structure and function of body systems. They convey positive personal health practices that promote wellness, including personal hygiene.
- 1.2 Nutrition. Candidates understand and communicate basic nutrition principles, including the function of basic nutrients in the body, the components of a balanced diet, and the role of nutrition and physical activity in the cause and prevention of obesity.
- 1.3 Family Life and Sexuality. Candidates understand different family structures including the roles, interrelationships, and responsibilities of family members. They convey the stages and characteristics of growth and development during the life cycle. Candidates demonstrate a strong foundation of knowledge related to responsible sexual behavior.
- 1.4 Mental Health. Candidates understand and teach concepts related to mental health including the development of positive self-concept and respect for individual differences; application of problem solving and decision making skills; appropriate methods of managing stress and identification of risk factors associated with emotional problems including suicide and eating disorders.

- 1.5 Disease Prevention and Control. Candidates identify and describe risk factors, causes, symptoms, transmission mechanisms, treatment procedures, and methods of control and prevention of non-communicable and communicable diseases including sexually transmitted infections.
- 1.6 Injury Prevention and Personal Safety. Candidates use the basic concepts of safety, first aid, and cardiopulmonary resuscitation (CPR); identify and eliminate hazardous conditions; and identify proper safety procedures in the home, car, and work place. Candidates understand and teach conflict resolution techniques and methods to assist students in preventing and coping with acts of violence.
- 1.7 Substance Use and Abuse. Candidates describe appropriate and inappropriate uses of substances, symptoms of possible substance abuse and addiction, effects of substance abuse on personal health and fetal development, legal consequences of substance abuse, and methods of prevention and control.
- 1.8 Environmental and Community Health. Candidates understand and communicate the interrelationship between behavior and the environment, the effect of environmental influences on health, and the responsibility of the individual and society for environmental quality. They identify public health and community services essential to promote a healthy community.
- 1.9 Consumer Health. Candidates understand and teach consumer health issues—including criteria for evaluating health products, insurance, and services—and they understand the role of government and the influence of media on these issues.
- 1.10 Personal Fitness and Related Skills. Candidates demonstrate knowledge and skills needed to achieve and maintain a health enhancing level of personal fitness.

Standard 2: Planning and Evaluation

Candidates assess individual and community needs for health education; plan and implement effective health education programs; and evaluate the effectiveness of health education programs.

Supporting Explanation

Candidates understand that effective planning follows a needs assessment and they formulate goals and objectives based on identified health-related needs, problems, and concerns of the community. Candidates evaluate the health education program to determine its effectiveness.

Standard 3: Instructional Strategies

Candidates use a wide range of instructional methods and techniques to assist students in adopting, practicing, and maintaining healthy behaviors.

Supporting Explanation

Candidates use content specific instructional methods and materials. They select, design, and evaluate diverse health curricula and instructional aids. Candidates recognize developmental differences of learners based on age and maturity and they adapt their instruction accordingly.

Standard 4: Assessment

Candidates understand and use a variety of assessment techniques in evaluating student achievement.

Supporting Explanation

Candidates use a variety of valid and reliable assessment strategies to assess student achievement and determine the impact of their teaching on student knowledge and skills.

Standard 5: Technology

Candidates demonstrate ability to access health specific resources and information via electronic media. Candidates use technology for personal professional development and instructional purposes.

Supporting Explanation

Candidates use technology to maintain health literacy, enhance lessons and to remain current in emerging trends and data related to the rapidly changing health status of populations. They employ technology-based formats such as health-related computer software programs, the internet, computer assisted instruction, and instructional TV programming. Candidates understand the strengths and weaknesses of electronic instructional materials and media.

Standard 6: Collaboration

Candidates understand the Centers for Disease Control and Prevention's Coordinated School Health model and use the model as a guide to form school and community-based collaborative relationships.

Supporting Explanation

Candidates establish effective communication networks including the local medical community, county health councils, other community health resources, and school-based health services.

Program Implementation Standards

The program of study in health and wellness education enables teacher candidates to meet the performance standards in teaching health and wellness appropriate to grades kindergarten through grade twelve. Institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, and the major.

1. Candidates major in health or in another major appropriate for a second teaching field.
2. Institutions of higher education provide field experiences and clinical practice (enhanced student teaching or internship) that are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates observe, assist, tutor, instruct or conduct applied research. Candidates study and practice in a variety of settings that include students of diverse backgrounds and learning needs. Clinical practice provides candidates with experiences that allow for full immersion in the school-based community allowing candidates to demonstrate competence in the professional role for which they are preparing.
3. Institutions encourage candidates in health and wellness education to develop a second teaching field. If the candidate is seeking initial licensure in two teaching fields, the candidate has field experiences—either as part of course work or during student teaching or internship—in high school health and wellness education under the supervision of a mentor or cooperating teacher qualified in health education.
4. Institutions of higher education may develop programs for candidates who seek endorsement in health and wellness education if they do not have a major in health provided that they (1) develop a means for demonstrating health and wellness competence consistent with these licensure standards and (2) develop an appropriate means of supervising field experiences.
5. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating teacher preparation programs: Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); Tennessee Curriculum Standards in health and wellness education; Standards for Health Education Programs, developed for teacher candidates by the National Association for Sport and Physical Education and the American Association for Health Education (2001); and National Health Education Standards for Students, AAHE.
5. These standards become effective for candidates seeking licensure no later than September 1, 2009. Institutions will submit standards for conditional approval no later than September 1, 2006.

**Ad Hoc Committee on Health and Wellness Education
and
Physical Education Licensure**

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